CARL LUTZ
AND THE LEGENDARY GLASS HOUSE IN BUDAPEST

TEACHER’S GUIDE
Carl Lutz and the Legendary Glass House in Budapest

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Carl Lutz and the Legendary Glass House in Budapest exhibit produced by the Carl Lutz Foundation, Budapest. Supplementary exhibit produced by the Vancouver Holocaust Education Centre. Exhibit presented by the Vancouver Holocaust Education Centre in partnership with the Consulate General of Switzerland.
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INTRODUCTION

After the Nazi invasion of Hungary on March 19, 1944, 725,000 Hungarian Jews came under attack. Swiss Vice-Consul Carl Lutz issued thousands of safe passes and provided asylum to Jews threatened with deportation inside the Glass House, the site of a former glass factory. Lutz became the first Swiss national honoured as “Righteous Among the Nations” for the rescue of 62,000 Jews.

Presented on the 70th anniversary of the Nazi occupation of Hungary, the VHEC’s new teaching exhibit, *Carl Lutz and the Legendary Glass House in Budapest*, illuminates one story of diplomatic rescue and moral courage during the Holocaust in Hungary. The travelling exhibit from the Carl Lutz Foundation in Budapest is enlivened by a VHEC-produced companion exhibit, which contextualizes Lutz’s rescue efforts through the testimony and artefacts of local Holocaust survivors and from the VHEC Collection.
This teaching resource facilitates student engagement with historical context and individual testimonies featured in the Carl Lutz exhibit, and is recommended for grades six to twelve. The guide complements classroom visits to the 90-minute interactive exhibit tour and workshop, and is divided into two sections. The pre-visit activities introduce students to fascism and racial antisemitism, and elicit discussion about Jewish life in prewar Hungary and under Nazi occupation. Post-visit exercises address thematic issues raised during the school program, and offer students the opportunity for further reflection on rescue, social justice and moral decision-making.

Lesson plan objectives correspond to six concepts outlined by the Historical Thinking Project. According to this initiative of the University of British Columbia’s Centre for the Study of Historical Consciousness, to think historically students need to be able to:

1. Establish historical significance
2. Use primary source evidence
3. Identify continuity and change
4. Analyze cause and consequence
5. Take historical perspectives
6. Understand the ethical dimension of history

For more information about these six concepts and the Historical Thinking Project, please visit: 
http://www.historicalthinking.ca

Additional Holocaust education resources can be found on the VHEC’s website: http://www.vhec.org

Note: Although the lessons in this guide can be conducted pre or post-visit to the VHEC, the student readings and classroom activities can support learning in classrooms across British Columbia and Canada.
**PRE-VISIT LESSON 1**

**A WORLD GONE BY**

**OBJECTIVES**

Students gain a critical understanding of life in prewar Hungary and the impact of rising antisemitism in Jewish communities. Students should come prepared to explore ideas of citizenship, belonging and freedom of speech.

**TEACHER PREPARATION**

- Make copies of Readings: *Hungarian Jewish Life* and *Hungarian Antisemitism*. Distribute to students at the beginning of the class or assign as homework.
- Reproduce copies of *Dossier: Prewar Jewish Life* and *Document: A Cry for Help* and distribute to students in groups of four or five. Alternatively, provide access to digital copies.

**LINKS TO HISTORICAL THINKING CONCEPTS**

*Establish Historical Significance*

Students examine a letter written by a Hungarian Jew and assess what the letter reveals, and does not reveal, about restrictions on daily life.

*Use Primary Source Evidence*

Students analyze photographic trace evidence and consider what the images reveal about prewar Jewish life in Hungary. Students also respond to a 1938 letter reflecting on the rise of antisemitism and consider what this account infers about Jewish life during this time.

*Identify Continuity and Change*

Students consider the enactment of anti-Jewish measures, and evaluate how conditions changed or remained the same for Hungary’s Jews.

*Analyze Cause & Consequence*

Students assess the various factors that influenced antisemitic legislation, and evaluate the consequences of the decrees for Hungary’s Jewish population.
PHOTO ANALYSIS: PREWAR JEWISH LIFE

Explain to students that they are going to examine pre-Second World War photographs belonging to Jews who lived in Hungary.

In pairs or small groups, students examine the photographs and documents in *Dossier: Prewar Jewish Life*, and respond to the following prompts:

- Describe what you see in the photographs. Include the people, dress, setting, and poses.
- Based on the visual cues, when do you think these photographs were taken?
- What do these photographs reveal about the people and society depicted? What do they not reveal?
- How do these photographs differ from your own family photographs? In what ways are they similar?

As a class, assemble the answers. Identify which conclusions came from a) the photographs themselves, or b) contextual knowledge about Jewish life in prewar Hungary.

On an overhead, share *Reading: Hungarian Jewish Life* and read aloud. Discuss how the reading changed or corroborated students’ interpretation of the photographs.

EXTENSION: EXPRESSIONS OF DIVERSITY

In 1933, some 9.5 million Jews lived in Europe, representing a diverse range of religious traditions, cultures, interests, and professions. In groups of four or five, ask students to research one of the following aspects of Jewish life before the Holocaust:

- Childhood: [www.openhearts.ca](http://www.openhearts.ca)
- Food: [http://www.ushmm.org/information/exhibitions/online-features/collections-highlights/sephardi-jews-during-holocaust/nehama](http://www.ushmm.org/information/exhibitions/online-features/collections-highlights/sephardi-jews-during-holocaust/nehama)

Each group should prepare a skit, dramatic reading, or piece of artwork about a single aspect of prewar Jewish life to present to the class.
**PRE-VISIT LESSON 1**

**A WORLD GONE BY**

**READING & CLASSROOM DISCUSSION: HUNGARIAN ANTISEMITISM**

Students’ work individually to summarize *Reading: Hungarian Antisemitism* alongside the English translation in *Document: A Cry for Help*, noting the anti-Jewish decrees enacted by Hungary’s fascist government and the effect of these actions on Hungarian Jews.

As a class, engage students in a discussion about the impact of antisemitism on Hungarian Jewish life using the following prompts:

- Who wrote the letter? Who is the intended audience?
- What does the letter reveal about the conditions for Jews in Hungary?
- What is the tone of the letter?
- How did Erno Rosenweig respond to increasing restrictions on Jewish daily life?
- If you were a member of Erno Rosenweig’s family, how might you respond to this letter?
A thriving Jewish presence in Hungary dates back to the Roman era. Jewish men fought in the Austro-Hungarian army during the First World War, proudly serving alongside non-Jewish comrades.

Jews were largely assimilated into Hungarian society, representing less than ten percent of the total population. Approximately 825,000 Jews, including 100,000 converts to Christianity and children of converts labeled as Jewish by racial law, lived in Hungary in 1941. More than 200,000 resided in the capital city of Budapest, while others lived in small towns or shtetls.

Jewish cultural life flourished and included theatrical troupes, athletic associations and youth groups. A hub of Hassidism and intellectual thought, Hungary’s Jews contributed to religious and secular scholarship. Jews were also prominently represented in business and academia, and played vital roles in social, political and economic life.
Following the Austro-Hungarian Empire’s defeat and dissolution after the First World War, Hungary experienced two decades of political and social instability. Popular support for fascism, or right-wing nationalist politics, increased alongside a rise in antisemitism and restriction on daily life for Jews.

Between 1938 and 1941, Hungary’s alignment with Nazi Germany influenced three anti-Jewish decrees focused on eliminating “threats” to Hungarian values. Acts I and II restricted Jewish participation in professions and higher education, and conscripted some 100,000 Jewish men into forced labour battalions.

The final act, modeled on Germany’s Nuremberg Race Laws, classified Hungarians with two Jewish grandparents as Jewish, and criminalized marriages between Jews and non-Jews.
DOSSIER: PREWAR JEWISH LIFE

   Courtesy the Frances Hoyd Collection – VHEC Collection

   Courtesy the Frances Hoyd Collection – VHEC Collection

   Courtesy of Peter Suedfeld.
DOSSIER: PREWAR JEWISH LIFE

1. Tom Biró with German construction kit. Budapest, Hungary, 1940.

Courtesy of Tom Biró Székely
The first anti-Jewish law of May 1938 restricted Jewish representation in professions including finance, large industry, and in media to twenty percent. In a letter to his brother, Bela, Erno Rosenweig described the deteriorating status of Hungarian Jews and requests help in escaping. Budapest, Hungary, December 1938.

*Courtesy the Shirley Cohn Collection - VHEC Collection*
Budapest, December 30, 1938

Dear Brother Bela (from Erno Rosenweig)

Please forgive me for bothering you again with my writing, but believe me, it is a drowning man clutching at straws. What I was dreading happened. I was fired from my job. So, not only Boske, but I too, am on the streets. What will happen tomorrow… may G-d be merciful to us, but I don’t know… the situation is getting worse day by day. The geographical changes which happened in the last months, did not bring my betterment. On the contrary, the European situation is getting darker every day, so that unfortunately, this is not viewing with a pessimistic eye. It is the general mood and opinion, reinforced by those in the know, that the summer of ‘39 will be taken by the dark mysticism of war.

Of course the Jews are being blamed for the general deterioration of the situation. The danger, which would threaten Hungary in case of war, is being diverted to the public notice by ugly “Jew Laws.” It is succeeding, unfortunately now, since June. The second law has been implemented, based completely on laws of Nuremberg. Now, those of Jewish origin, up to the second — even third generation — count as Jews. I have to say, that with the help of this law, the number of Jews has grown quite a bit, but that is no consolation. Now, the situation is, my dear Brother, that if you are doing something for me, I ask you, I beg you, to arrange it before a general closing of the border, so I can get out, because of the tense situation. The first military calls to service are said to be for March, and I, as a former soldier, will be among the first. I don’t know how you propose to bring my case off. In any case, I believe it would be easiest for the World Fair. Because the regular quota, as I learned from the consulate, is filled for 10-15 years, and unless it is taken up specially in America, it doesn’t work. I cannot tell you, in writing, what days we live through. There are daily demonstrations, the march chanting “Death to Jews,” and broken shop windows. We don’t know how long we can keep the apartment, because we have no reserves. It is completely impossible for me to find work. Believe me, I am not choosy, but they wouldn’t hire me even as a dishwasher, because I am a Jew. My dear brother Bela, you can remember well, how down at the heel you found us, but we didn’t complain then, because we earned enough to eat. You may remember, that Lilly was selling newspapers. But now, it is not possible to work. With my emigration, Mother would go to one of her siblings till my situation clears up. I inquired at several places, and they proposed that it is possible to get out as a hired worker; find out about it. I ask you again, do it for me, that as soon as possible, before the terrible burning of Europe breaks out, I can escape this continent. Mother was yesterday at Sari’s. They and Auntie are well, thank G-d. I hope you are in good health. Uncounted kisses to you and family. Love, your brother, Erno. Kisses from Mother, Lilly and Boske.

I waited a few days before posting this letter, hoping for a reply from you. Here are my data again: Rosenweig Erno, born March 3, 1913 at Felsotelekes, Boresod county, Hungary. Did military service.
OBJECTIVES
Students gain a clear understanding of National Socialism and the effects of Nazi occupation on Hungarian Jewry. Students also consider the concept of censorship, and investigate how the memory of a place is shaped over time.

TEACHER PREPARATION

- Reproduce copies of Reading: Nazi Occupation of Hungary and Document: Nuremberg Race Laws Chart and distribute to students at the beginning of class. Alternatively, provide access to digital copies.

- If incorporating Supplementary Reading: Antisemitism and the Holocaust, distribute and assign as homework the day before the lesson.

LINKS TO HISTORICAL THINKING CONCEPTS

Use Primary Source Evidence
Students analyze Nazi race laws and respond to testimony from survivors who experienced life under Nazism.

Identify Continuity & Change
Students identify how Hungarian fascism and German Nazism impacted Hungarian Jewish life in similar and different ways. Students also reflect on examples of censorship and media bias in their own lives.

Take Historical Perspective
Students consider the perspective of citizens of the Dominican Republic in 1938, and respond to the refugee crisis of European Jews.

Understand the Ethical Dimensions of History
Students reflect on the closed-door immigration policies during the Holocaust, and consider the ethical implications of refusing asylum to Jewish refugees.
READING & GROUP DISCUSSION: OCCUPATION

Students work independently to summarize Reading: Nazi Occupation of Hungary alongside Document: Nuremberg Race Laws Chart, noting the anti-Jewish measures enacted after the Nazi occupation of Hungary.

Senior secondary teachers may wish to include Supplementary Reading: Antisemitism and the Holocaust.

In groups of four or five, students reflect on the effect of anti-Jewish actions in occupied Hungary, using the following prompts:

- How did the Nazis define Jewishness?
- In what ways did Nazi racial laws differ from Hungarian laws?
- How did the conditions for Jewish life under Hungarian fascism differ from life under Nazi rule? What elements remained the same?
- How do you think Hungarian Jews responded to the occupation?

CLASSROOM DISCUSSION: CENSORSHIP

Explain to students that censorship is a tool employed by governments to control the spread of information. During the Holocaust, all forms of communication were officially censored. Hungarian Jews received fragmented and unreliable details relating to the spread of Nazi terror across Europe, often from word of mouth and state newspapers.

Senior secondary school teachers may wish to incorporate optional Auschwitz Report, a document written by two Slovak Jewish prisoners who escaped from Auschwitz, but not made public in Hungary: http://www.ushmm.org/learn/timeline-of-events/1942-1945/auschwitz-report

In 2014, technology permits people around the world to create, consume, and censor information at lighting speed. Engage students in a discussion about censorship and news sources today using the following prompts:

- What sources do students receive their news from - Social Media, television, newspapers?
- How do these modes of communication compare to those from seventy years ago?
- What news sources do you think are the most reliable? What sources are the least reliable?

As a class, ask students to consider on examples of censorship in their own lives. Is the restriction of information, or freedom of speech, ever positive? Or, should individuals be free to create or consume any news they wish?
EXTENSION: DESPERATELY SEEKING ASYLUM

In the midst of the Great Depression of the 1930s, hundreds of thousands of European Jews sought refuge from Nazism in every corner of the globe. In 1938, the United States organized the Evian Conference at Evian-les-Bains, France, and invited representatives from 32 countries to meet to discuss the mounting refugee crisis. Only one country in attendance — the Dominican Republic — agreed to expand its stringent immigration laws and accept Jewish refugees.

As a class (or as computers permit, in small groups), screen Sosua: Haven in the Caribbean (9:01), a documentary film about the contributions of some 645 European Jewish refugees who immigrated to the Dominican Republic: http://www.ushmm.org/online/film/display/detail.php?file_num=5652. Alternately, assign as pre-class homework viewing.

Ask students to imagine they viewed this public information film as a citizen of the Dominican Republic in 1938. In class or as a homework assignment, instruct students to write a letter to the editor arguing in support of, or against, offering asylum to more Jewish refugees.

Debrief the exercise as a class, and consider how the students’ position would differ if argued from the perspective of the present day.

EXTENSION: HISTORIC LANDMARKS

Over time, a single building or site can serve multiple functions. In Budapest, the legendary Glass House on 29 Vadász Street, began as a glass factory. During the Nazi occupation, the building transformed into an operational site for rescue missions, entitled “The Swiss Embassy’s Emigration Department for Representing Foreign Interests.” After the Arrow Cross Party’s rise to power in October 1944, Swiss Vice-Consul Carl Lutz offered refuge to thousands of persecuted Jews in the Glass House.

Using the case of the Glass House as a starting point, ask students to investigate a B.C. historic landmark that has served multiple functions. Some examples include the Fort St. James National Site at Stuart Lake, the Gulf of Georgia Cannery in Richmond, and The Great Marpole Midden in Vancouver.

In small groups, students share their findings with the class. As a class, engage students in a discussion about the significance of these landmarks to different citizens of B.C., including Aboriginal communities and minority groups.
The National Socialist German Workers Party (Nazi Party) was a right-wing political party established by disgruntled former soldiers after Germany’s defeat in the First World War. Antisemitism was a central tenet of Nazi ideology.

During the Second World War, Hungary aligned itself with Nazi Germany. After the moderate parliament denied requests to deport Hungary’s Jews, the Nazis invaded its former ally on March 19, 1944. The new pro-Nazi government swiftly enacted Nazi racial decrees that affected all aspects of Jewish life and security.

For Holocaust survivor Peter Suedfeld, the Nazi occupation of Budapest was life-changing: “Jews had to wear yellow stars on their clothes when they were outside; Jewish food rations were cut to a fraction of what Christians got; and Jewish children couldn’t go to school anymore. All Jewish organizations were dissolved...Kids couldn’t go to Scouts — and I was a really enthusiastic Cub Scout so I felt that one. We had to dismiss our maid, who had worked for us for decades. It was really hard — we felt like she was part of the family and so did she.”

Head of the Gestapo Department for Jewish Affairs, Adolf Eichmann organized the destruction of Hungarian Jewry, instructing 150 Nazi SS (Schutzstaffel or Special Officers) and thousands of Hungarian pro-Nazi gendarmerie to ghettoize and deport more than 450,000 Jews.

Over the span of eight weeks, 437,000 Jews were deported to Auschwitz-Birkenau concentration camp and seventy-five percent were murdered on arrival. The only Jews who remained in Hungary after July 11, 1944 were those enlisted in forced labour battalions, in hiding, and the Budapest Jewish community.
Antisemitism means prejudice against or hatred of Jews. The term became widespread in the 1870s, but Christian antisemitism, intolerance for the Jewish religion, had existed in Europe for many centuries. Riots against Jewish populations were often sparked by false rumours that Jews used the blood of Christian children for religious rituals. At times, Jews were also blamed for everything from economic conditions to epidemics to natural disasters.

The Nazi party, which was founded in 1919 by Adolf Hitler, argued for the removal of all Jews from Germany. Nazism gained popularity, in part, by disseminating propaganda that blamed the Jews for Germany's loss in the First World War and for the country's economic problems. This false accusation against Jews is particularly striking because Jews composed less than 1% of the German population when Hitler came to power in 1933 and were very integrated into German society.

Unlike Christian antisemitism, which was hatred of Jews based primarily on religion, Nazi antisemitism defined Jews as an undesirable “race.” Drawing on eugenics, the Nazi party defined Jews as an “inferior” racial group, rather than a religious one, that threatened the purity of the “Aryan” race.

The Holocaust, the state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945, is considered to be history’s most extreme example of antisemitism. Prior to the Second World War, Jews were stripped of their German citizenship and discriminated against through antisemitic laws. After the Second World War broke out in 1939, Jews and other “inferior” people, such as Roma and Sinti (Gypsies), Slavs, and homosexuals, were worked to death and murdered in concentration and death camps.

1 Jew: Someone of the Hebrew or Jewish people. Someone who is either born into or converts to Judaism, the religion, philosophy and way of life of the Jewish people.
2 Nazism: The ideology of the Nazi party, which stressed nationalism, imperialism, anti-Communism, militarism, racism and antisemitism.
3 Eugenics: A racial theory that was popular in many Western nations at the time. According to eugenics, observation, family genealogies and intelligence tests could be used to define which groups had “superior” or “inferior” qualities.
4 Roma and Sinti: Roma (Gypsies) originated in India as a nomadic people and entered Europe between the eighth and tenth centuries. They were called “Gypsies” because Europeans mistakenly believed they came from Egypt. This minority is made up of distinct groups called “tribes” or “nations.” Most of the Roma in Germany and the countries occupied by Germany during World War II belonged to the Sinti and Roma groupings.
5 Slavs: Ethnic group of peoples inhabiting mainly eastern, southeastern and east central Europe, including Russians, Poles and Czechs, among others. Nazis considered Slavs to be an inferior race that was only suited for enslavement.
6 Concentration and death camps: The Nazis established concentration camps shortly after assuming power in 1933 to imprison and isolate political opponents and those considered to be racially undesirable, such as Jews, and Sinti and Roma. Most of the approximately 1,800 camps were transit or labour camps. After the occupation of Poland, death or extermination camps were established for the purpose of mass murder at Auschwitz-Birkenau, Treblinka, Sobibor, Belzec, Chelmno and Majdanek.
The Nuremberg Race Laws stated that only a person of ‘German blood’ (four white circles, top row left, on the chart) could be a German citizen. Jews were redefined as second-class citizens. A Jew was defined as someone who had three or four Jewish grandparents (three or four black circles, top row right, on the chart). People with one of two Jewish grandparents were considered to be *Mischlinge* — a person of mixed race. Although *Mischlinge* were the subject of some debate, ultimately anyone with even a single Jewish grandparent was at risk.

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POST-VISIT LESSON 1
RESCUE DURING GENOCIDE

OBJECTIVES
Students reflect on the subject of rescue during the Holocaust and other contemporary genocides. Students will also consider how concepts of neutrality, ethical responsibility and moral decision-making influence individual responses to crimes against humanity.

TEACHER PREPARATION

- Make copies of Reading: Rescue During the Holocaust. Distribute to students at the beginning of the class or assign as homework.
- Reproduce copies of Dossier: Rescuer Profiles and Activity Sheet: Historical Perspective Taking to distribute to students in small groups. Alternatively, provide access to digital copies.

LINKS TO HISTORICAL THINKING CONCEPTS

Analyze Cause and Consequence
Students reflect on cases of rescue during genocide, and consider how intervention impacted the fate of persecuted groups and the rescuers themselves.

Take Historical Perspective
Students consider the perspective of the Dutch Supreme Court responsible for judging the actions of a U.N. peace-keeping mission at Srebrenica during the civil war in the former Yugoslavia.

Understand the Ethical Dimensions of History
Students critically assess multiple responses to genocide, and consider the implications of offering asylum or refuge to individuals experiencing persecution.
CLASS DISCUSSION: NEUTRALITY

During the Second World War, much of the western world was split between two camps: Axis Powers (Nazi Germany and pro-Nazi collaborator states) and the Allied Powers (countries fighting against Nazism, including Canada and Great Britain). The remaining countries elected to be neutral and not assume any side in the conflict. Switzerland, Sweden, Spain and Portugal all asserted neutrality during the Holocaust.

Introduce the term “neutral” to students. As a class, engage students in a discussion using the following prompts:

• How do you define the notion of neutrality?
• What would it mean to remain neutral in daily life? In wartime?
• What factors might motivate a country to declare neutrality to an international conflict like the Second World War?
• What are the benefits and risks of neutrality?

EXTENSION: MINDFUL DECISION-MAKING

During a violent civil war in the former Yugoslavia, Bosnian Muslims were targeted for genocide. In July 1995, Bosnian Serb forces approached a group of 400 lightly armed United Nations Dutch peacekeepers and demanded the handover of some 300 Muslim boys and men seeking protection in a ‘safe area’ at Srebrenica. The peacekeepers handed over the Muslim civilians, who were later killed and buried in mass graves.

On July 16, 2014, a Dutch court indicated that the Netherlands was liable for the deaths at Srebrenica on the basis that the Dutch peacekeepers should have known that the Muslims were likely to be murdered.

For further details on the massacre and court ruling, see http://www.nyti.ms/1yqIEN9

Explain to students that they will stage a mock trial in front of the Dutch Supreme Court, assuming the roles of defendant, prosecutor and jury.

Present the students with the statement: Peacekeepers have a moral and legal responsibility to protect persecuted civilians in conflict zones.

Ask students if they agree or disagree, and to write a list of points arguing their position as defenders or prosecutors for the peacekeepers. Allow each side to express and justify their position. Students who are uncertain join the jury.

Debrief the process. As a group, members of the jury consider the arguments and issue a decision to the Court. In the post-debate discussion, ask students to reflect upon the role of international courts in judging war crimes.
READING & GROUP ACTIVITY: RESCUER PROFILES

In small groups, students complete *Reading: Rescue During the Holocaust*, summarizing the actions and motivations of rescuers, and the various obstacles to rescue activity.

Distribute *Dossier: Rescuer Profiles* and *Activity Sheet: Taking Historical Perspective*. Divide class into five groups, and assign each group one Rescuer Profile.

In small groups, ask students to complete *Activity Sheet: Taking Historical Perspective* for their individual rescuer and share their findings with the class.

As a class, engage students in a discussion about shared personality traits, motivations, or actions taken by their respective rescuers. Compared to what we face today, what relevant circumstances (i.e. wartime conditions, media, religion, and family life) were different for the rescuer in the past? How do you think the above factors influenced their thoughts and/or actions?
Rescue of persecuted Jews represented a courageous and dangerous act. The act was rare, with rescuers accounting for less than half of a percent of those under Nazi occupation. Many helped, but few rescued. Many acted sympathetically through various small yet meaningful actions; few risked their own personal safety, and often times the safety of their families, in order to save someone from imminent death.

Obstacles to rescue were vast and influenced by multiple factors. Geography in each country under Nazi occupation created unique contexts in which rescue operations might be carried out. For example, while mountainous regions in Italy provided opportunities for physical hiding that the relatively flat landscape of the Netherlands did not afford. Penalties for aiding Jewish rescue also differed from country to country. In Poland, for example, an individual caught hiding Jew could face a death penalty for his entire family. Historical antisemitism and the belief that this wave of violent antisemitism would soon pass also influenced rescuer behaviour.

Individual rescuers were often motivated by personal moral convictions or faith. Few actively sought out Jews in need of rescue but rather responded to direct requests for help, such as a Jewish neighbour looking to hide a child with a non-Jewish family. Foreign diplomats and churches were uniquely positioned to engage in rescue. Nazi authorities rarely interfered with the diplomatic immunity of individuals representing neutral countries, like Switzerland or Sweden, granting them relative autonomy. Diplomats issued visas and safety passes to persecuted Jews, and offered sanctuary in foreign embassies, often suffering grave professional and personal consequences for their behavior.
DOSSIER: RESCUER PROFILES

1. Carl Lutz
Carl Lutz was born into a spiritually devout, pacifist humanitarian Christian Methodist family in Walzenhausen Switzerland. As a youth, he immigrated to the United States and joined the Swiss Consulate. His diplomatic work took him first to Palestine, where he met European Jewish emigres and eventually, in the early 1940s, to Budapest. As the Swiss Vice Consul, Lutz helped facilitate the immigration of Polish Jewish refugees — mainly children — to Palestine. Lutz felt a moral and religious responsibility to preserve human lives. To do so, he issued protective documents to thousands of Jews threatened with deportation. Following the Arrow Cross Party coup in October 1944, Lutz and his wife housed Zionist organizations and 3,000 Jewish civilians in the Glass House until liberation. After the war, his superiors reprimanded him for overstepping boundaries and disregarding procedures. Yad Vashem awarded him Righteous Among the Nations in 1965.

2. Raoul Wallenberg
The son of an aristocratic Swedish family, Raoul Wallenberg studied law in France and architecture and engineering in the United States. He first encountered Jewish refugees while working in Palestine with his Hungarian Jewish business partner. In the spring of 1944, the deportation of Hungarian Jews to Auschwitz-Birkenau began. The Swedish Foreign Ministry, with the support of the American War Refugee Board, sent Wallenberg to Budapest to offer protection to the those Jews that remained. Wallenberg issued several hundred Swedish passports to Hungarian Jews and established “safe houses” where Jews could seek refuge. His language skills and self-assured manner enabled him to remove persons from trains destined for Auschwitz. Wallenberg was taken in for questioning by the Soviet army on suspicions of being a spy. He presumably died at a Soviet labour camp. Wallenberg is honoured as one of the Righteous Among the Nations, and has been named an honorary citizen of Canada.
DOSSIER: RESCUER PROFILES

3. Rudolf (Rezso) Kastner

A controversial figure in Holocaust history, Hungarian Jewish journalist and lawyer Rudolf (Rezso) Kastner co-lead (with Otto Komoly) the Relief and Rescue Committee in wartime Budapest. Raised in a religiously observant and Zionist household, Kastner was a confident and highly educated man who spoke several languages. To save Jews from rapid deportations to death camps, Kastner entered into negotiations with the Head of Jewish Affairs for the Gestapo, Adolf Eichmann. In exchange for Jewish community money, a “Kastner Train” of some 1,000 Jews was routed to Switzerland instead of Auschwitz. To avoid panic and upheaval that might threaten negotiations, Kastner concealed a glaring report prepared by two Auschwitz escapees from Hungarian Jewry. Kastner eventually immigrated to Israel where he was identified as a collaborator and assassinated.

4. Otto Komoly

An engineer by training, Otto Komoly was a decorated Lieutenant in the Hungarian army during the First World War. A confident and politically inclined Zionist committed to non-violent protests against Nazi occupation, Komoly oversaw the Rescue and Relief Committee, and served as Head of Department A of the Children’s Protection Department of the International Red Cross. He organized safe houses for orphaned children or those threatened with deportation, securing safe passes and food for the buildings inhabitants. Komoly’s accelerated his rescue activities after the Arrow Cross Party’s accession to power in October 1944. In January 1945, shortly before the arrival of the liberating Soviet army, the Arrow Cross thugs murdered Komoly.

5. Family Housekeeper

A longtime employee of Peter Suedfeld’s maternal grandparents, the gentile woman (name unknown) continued to serve the family during the Nazi occupation of Hungary. A loyal woman with strong moral convictions, the housekeeper was especially committed to protecting Peter. To heighten Peter’s chances of survival, she volunteered to transport her young charge across Budapest to an International Red Cross Orphanage established for non-Jewish children. The housekeeper illegally removed Peter’s yellow Star of David badge and escorted him to the orphanage, where she registered the youngsters with a false name and identity. Had she been caught working for and aiding a Jewish family’s efforts to survive, she risked arrest, torture, or deportation to a camp.
ACTIVITY SHEET: HISTORICAL PERSPECTIVE TAKING

Describe the rescuer and their position/role in society.

What actions did they take?

What do you think prompted the rescuers to act?

What alternative courses of action could they have taken?

How did the rescuers actions impact others?
POST-VISIT LESSON 2
AFTERMATH

OBJECTIVES
Students examine the legacy and memorialization of the Holocaust, and reflect upon contemporary instances of racial discrimination around the world.

TEACHER PREPARATION

- Make copies of Reading: Legacies of the Porajmos. Distribute to students at the beginning of the class or assign as homework.

LINKS TO HISTORICAL THINKING CONCEPTS:

Establish Historical Significance
Students respond to testimony by Hungarian Roma refugees and consider what their experiences reveal about anti-Roma attitudes in contemporary Europe.

Use Primary Source Evidence
Students analyze trace evidence at memorial and commemorative sites, and consider what monuments reveal about the sites’ developers and the victims being remembered.

Identify Continuity and Change
Students identify contemporary expressions of racism in Hungary, and evaluate how anti-minority sentiment has evolved or remained the same.

Understand the Ethical Dimensions of History
Students develop a personal stance on the status of asylum seekers in Canada.
READING & GROUP DISCUSSION: ANTI-ROMA PERSECUTION

In small groups, students explore the virtual exhibit *The Forgotten Persecution*: [http://www.romasinti.eu](http://www.romasinti.eu)

Alternatively, ask students to explore the website as homework after visiting the Vancouver Holocaust Education Centre.

In groups of four or five, students complete *Reading: Legacies of the Porajmos*, noting the conditions for Roma communities during the Holocaust and in present-day Hungary, and respond to the following questions:

- Based on your understanding of Nazi racial law, why were European Roma persecuted during the Holocaust?
- How was anti-Roma legislation different from the antisemitic Nuremberg laws? In what ways were they similar?
- How do you think Roma responded to wartime persecution?
- Consider the anti-Roma sentiment in Europe today. In what ways has this form of racism remained the same? How has it evolved?

EXTENSION: LIVING IN EXILE

Explain to students that they are going to view a CBC news clip about a Hungarian Roma family, Jozsef Pusuma and Timea Daroczi, and their daughter, Viktoria, living in exile inside a Toronto church since 2010. In 2009, the family immigrated to Canada and submitted refugee claims. The Immigration and Refugee Board denied the claim the following year. [http://www.npr.org/blogs/codeswitch/2014/03/09/287342069/increased-hostility-against-jews-and-roma-in-hungary](http://www.npr.org/blogs/codeswitch/2014/03/09/287342069/increased-hostility-against-jews-and-roma-in-hungary)

Using the following prompts, engage students in a reflective discussion about refugees and refugee policy:

- What conditions contributed to the Pusuma and Daroczi’s decision to leave Hungary?
- The Pusuma and Daroczi family chose to apply for refugee status in Canada. What does this decision reveal about Canada’s treatment of refugees? What might it reveal about anti-Roma attitudes in other parts of the world?
- Why do you think Canada’s Immigration and Refugee Board denied the family’s refugee claims?
- What do you think might happen to the family if they returned to Hungary?
GROUP ACTIVITY: MEMORIALS AND MONUMENTS

THIS ACTIVITY IS BEST SUITED FOR SECONDARY STUDENTS.

Explain to students that they will be learning about memorials and monuments. There are many forms of remembering or memorializing an event or person from the past.

Ask the students to define the terms ‘memorial’ and ‘monument.’ Point to examples in your own communities, i.e. spontaneous memorials at roadsides or sites of collision, or the Air India Memorial in Stanley Park.

In small groups, students examine the memorials in Dossier: Assess a Memorial, and select one memorial to evaluate in Activity Sheet: Assess a Memorial.

Students share their assessments with the class. As a large group, ask students to share their personal responses to the memorials. If they were to recreate the memorials, what features would they change, if any?
Romani (Roma and Sinti people), often referred to by the pejorative Gypsies, originated in India as a nomadic people and have resided in Europe for one thousand years.

From 1933 to 1945, Roma were identified as “enemies of the state” under Nazi race law based on their supposed predisposition towards criminal behaviour and racial inferiority. During the Romani genocide, known as *Porajmos*, an estimated 220,000 to half a million European Roma were murdered by the Nazis and their collaborators. Since then, Roma have continued to be the targets of widespread discrimination.

In recent years, amidst economic depression, nationalism and popularity for extremist groups has increased in Hungary alongside virulent expressions of anti-Roma sentiment. The Jobbik Party, one of the most right-wing groups in Europe, stands at the centre of anti-minority behaviour in Hungary.

A 2011 survey conducted by the FXB Center for Health and Human Rights at Harvard University found that the Roma face an unprecedented amount of violence and discrimination. The report revealed that sixty percent of Hungarians polled characterized Roma as racially prone to criminal behaviour; a further forty percent agreed that it was acceptable to exclude Roma from public bars and clubs. The racially motivated murder of six Roma in 2008 and 2009 solidified the threat to Roma security in Hungary and prompted dozens of families to immigrate.

DOSSIER: MEMORIALS AND MONUMENTS

MEMORIAL TO THE SINTI AND ROMA VICTIMS OF NATIONAL SOCIALISM (Berlin, Germany)
Designed by Dani Karavan

1. Photograph by Mike Peel 2. Photograph by Adam Jones 3. Photograph by Mike Peel

The Memorial to the Sinti and Roma victims of National Socialism is in Berlin, Germany. The monument is dedicated to the memory of the 220,000 - 500,000 people murdered in the Porajmos — the Nazi genocide of the European Sinti and Roma peoples.

The Memorial consists of a dark, circular pool of water at the centre of which there is a triangular stone. The triangular shape of the stone is in reference to the badges that had to be worn by concentration camp prisoners. The stone is retractable and a fresh flower is placed upon it daily. In bronze letters around the edge of the pool is the poem ‘Auschwitz’ by Roma poet Santino Spinelli: Gaunt face, dead eyes, cold lips, quiet, a broken heart, out of breath, without words, no tears.
DOSSIER: MEMORIALS AND MONUMENTS

KOMAGATA MARU MEMORIAL (Vancouver, Canada)
Designed by Eric Lees

The memorial commemorates an incident in Canadian history when — on May 23, 1914 — 376 immigrants from India seeking asylum anchored in Vancouver harbour for two months because they were not allowed to disembark. They were eventually forced to return to India where 20 passengers were killed in an ensuing riot.

Steel panels, set within the surrounding landscape, simulate the ships hull with small openings to reflect the cascading waves of Vancouver’s harbour. A centrally located glass panel provides a historical narrative of the incident for visitors.

Courtesy of www.canadianimmigrant.ca
The Children’s Peace Monument was built to commemorate Sadako Sasaki and the thousands of child victims of the atomic bombing of Hiroshima on August 6, 1945.

The monument’s main statue is of Sasaki holding a crane. An ancient Japanese legend promises that anyone who folds a thousand origami cranes will be granted a wish. Wishing for world peace, she folded over a thousand paper cranes before she died from radiation-induced leukemia on October 25, 1955.

Beneath the main structure lies a bronze crane that works as a wind chime when pushed against a traditional peace bell from which it is suspended, the two pieces having been donated by Nobel Laureate in Physics Hideki Yukawa. At the base of the monument is a black marble slab on which is inscribed in Japanese: “This is our cry, this is our prayer: for building peace in the world.”
# ACTIVITY SHEET: ASSESS A MEMORIAL

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What, or who, does this memorial commemorate?</td>
<td></td>
</tr>
<tr>
<td>Who built the memorial? When and where was it built?</td>
<td></td>
</tr>
<tr>
<td>Describe the appearance of the memorial.</td>
<td></td>
</tr>
<tr>
<td>What symbols, imagery, or words are used in the memorial?</td>
<td></td>
</tr>
<tr>
<td>What is the purpose of the memorial?</td>
<td></td>
</tr>
<tr>
<td>In your opinion, how effective is this memorial? How well does it represent the people it commemorates?</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX: GLOSSARY

**Action / Aktion:** German word meaning “action” but used to refer to any non-military campaign. An Aktion would be an operation undertaken for political or racial reasons. For example, Aktion 14f13 was the code name for the murder of the disabled.

**Anti-Jewish Decrees:** Laws installed by the Hungarian government in 1938-1941 that limited Jewish representation in the workforce, drafting Jewish men into forced labour battalions, and prohibited marriages between Jews and non-Jews.

**Antisemitism:** Opposition or hatred of Jews. As a term, it came into widespread use in the 1870’s. Subsequently, it has come to denote hatred of Jews in all of its forms throughout history.

**Arrow Cross Party:** Hungarian right-wing nationalist party.

**Aryan:** Originally a linguistic term referring to the Indo-European group of languages. Before the end of the nineteenth century, the term had taken on racial definitions, often referring to people whose ancestors were northern European and thus “purer” than “lesser” races. The Nazis viewed Jews and other non-Aryans such as Gypsies (Roma) and Poles as either inferior or subhuman.

**Aryanization:** Term used to describe the confiscation of Jewish owned businesses and their transfer to German ownership.

**Auschwitz:** A concentration camp established in 1940 near Oswiecim, Poland. In 1942, it became a death camp. It contained a labour camp, the death camp Birkenau, and the slave labour camp, Buna-Monowitz. Up to 1.5 million Jewish men, women, and children were murdered in this camp and 100,000 victims from other ethnic and cultural groups. Only 7650 survivors were found alive at liberation.

**Birkenau:** The sub-camp of Auschwitz with four gas chambers, also known as Auschwitz II. The Auschwitz gassings took place here — as many as 6,000 a day.

**Cattle Car:** Jews were most often transported to concentration camps by train in freight cars — sometimes referred to as cattle cars. The cars were packed tight and sealed, oftentimes passengers had no food or water. Many people inside the cars, especially the old and very young, died before the train reached its destination.

**Concentration Camps:** Immediately after assuming power on January 30, 1933, the Nazis established camps where they “concentrated” and imprisoned perceived enemies of the state. Enemies of Nazism included real and imagined political opponents including: Communists, Socialists, Monarchists, trade unionists, Jenovah’s Witnesses, Roma and Sinti people, homosexuals and others deemed “anti-social.” The general round up of Jews did not begin until 1938. Before then, only Jews who fit the other categories were interned in the camps. The first three camps were Dachau, Buchenwald, and Sachsenhausen.

**Deportation:** Initially an effort to rid German occupied territory of Jews, deportation eventually became a means to deliver Jews to concentration camps and implement the Final Solution.

**Displaced Persons:** Refugees who no longer had families or homes to return to after the war. They faced economic deprivation and feared reprisals or even death if they returned to their prewar homes. Immediately after the war it was estimated that there were between 1.5 million and 2 million displaced persons including 200,000 Jews, mainly from Eastern Europe.

**Fascism:** Right-wing authoritarian system of government.

**Final Solution:** Nazi codename for the plan to destroy the Jews of Europe.

**Gas Chamber:** Underground room where victims were gassed. Prisoners were told that they were showers intended for sanitation and handed a piece of soap. The room was packed full and Zyklon B gas pellets were released from the shower heads. Within half an hour, everyone in the room had died from asphyxiation.

**Gestapo:** A political police unit established in 1933. Its official name was Geheime Staatspolizei or secret state police. The Gestapo acted above the law and were notorious for their brutality.

**Ghetto:** A section of the city where all Jews from the surrounding areas were forced to live. Surrounded by barbed wire or walls, ghettos were often sealed to prevent people from entering or leaving. Established mostly in Eastern Europe, ghettos were characterized by overcrowding, starvation and forced labour. All were eventually destroyed as the Jews were deported to death camps.

**Glass House:** The former site of a Jewish-owned glass factory, transformed by the Swiss Vice-Consul to Budapest, Carl Lutz, into the headquarters of the Palestine Emigration Agency and a place of refuge for thousands of Jews in late 1944.

**Hechalutz:** The Hechalutz movement, or the Pioneers, was a European Jewish association that prepared youth for emigration to Israel. There were a few hundred halutzim in Hungary who maintained contact with members in Slovakia, Poland, and the free world through Istanbul during the Second World War. Budapest’s movement refused to negotiate with enemy parties and engaged in many illegal rescue activities. They forged upwards of 100,000 safe passes to Hungarian Jews threatened with deportations, based
on the 7,800 legal ones issued by the Swiss, and coordinated rescue missions through the Hungarian-Romanian border.

**Hitler, Adolf:** Nazi party leader from 1921 to 1945. He became the German Chancellor on January 30, 1933 and President on August 2, 1934. He committed suicide in his Berlin bunker on April 30, 1945 following Germany’s defeat by the Allied powers.

**Holocaust:** The systematic murder of approximately six million European Jews and millions of other “undesirables” by Nazi Germany and its collaborators, 1933 to 1945.

**Judenrat:** Jewish councils set up within the ghettos to maintain order and carry out the orders of the occupying German forces.

**Judenrein:** German for: “Free of Jews.” It refers to Hitler’s plan to murder all the Jews of Europe.

**Liberators:** Soviet, British, Canadian, and American troops who entered the concentration camps after the Nazis had left.

**Lutz, Carl:** A Swiss diplomat stationed in Budapest from 1942-1944 as vice-consul. He is credited with saving the lives of 62,000 Jews.

**Nazi:** Name for the National Socialist German Workers Party (NSDAP).

**Naziism:** The ideology of the National Socialist German Workers Party and the party’s system of rule from 1933 to 1945. Also a form of fascism. The ideology included: 1) anti-liberalism and anti-parliamentarianism, 2) anti-communism and anti-socialism; 3) the Führer principle which replaced parliament with a hierarchical dictatorship based on the concepts of leader and follower, command and obedience; 4) nationalism, 5) racism and antisemitism, 6) imperialism and 7) militarism.

**Nyilas:** A member of the Arrow Cross party.

**Protected House:** Jews with protective papers could seek refuge under the protection of a neutral government. As the Hungarian fascist authorities insisted on concentrating all Budapest Jews into a ghetto, Lutz placed part of the Jews protected by Switzerland — about 30,000 people — in 76 protected houses. The inhabitants of these houses were fed by the Consul’s limited financial and material resources.

**Schutzpass:** German word meaning “protective pass.” This pass included the photograph and personal information of Jews who were also listed on the collective passport. In theory, Schutzpasses prevented their holders from being deported.

**Schutzbriefe:** German for “protective letter.” Carl Lutz and Raoul Wallenberg issued Schutzbriefs to Jews at risk for deportation. This letter stated that the subject was protected under the respective neutral government and should be safe from deportation.

**SS:** Sturmbteilungen or storm troopers, the paramilitary branch of the Nazi German army.

**Star of David:** A six-pointed star formed of two equilateral triangles; a traditional symbol of Judaism. Used by the Nazis as an identification marker for Jews. By Nazi decree, Jews over the age of six had to wear a yellow Star of David badge or blue and white armband on their clothing.

**Swastika:** Symbol of the Nazi party. A cross with equal arms each of which is bent at a right angle. It appeared on Nazi uniforms and flags.

**Yellow Star:** In September 1941, the Nazi regime ordered Germany’s Jews over the age of 6 to sew a yellow Star of David on their clothing, with the word Jude (Jew) in bold letters in the middle. This followed in other Nazi-occupied lands.

**Yellow Star Houses:** Some 1,950 designated compulsory places of residence for around 220,000 Budapest Jews from 21 June 1944 until late November 1944. The houses were identifiable by an obligatory display of a yellow star at each one.

**World War II:** The war fought from 1939 -1945 between the Axis and the Allied powers. The war began when Germany invaded Poland in September 1939. Germany surrendered on May 7, 1945. On August 6, 1945, the U.S. dropped the first atomic bomb on Hiroshima, Japan; nine days later, Japan surrendered. The war ended with the signing of a peace treaty on September 2, 1945.

**Zyklon B:** A chemical developed as an insecticide, the pellets of which were shaken down an opening in the gas chambers. Zyklon B was also used to kill lice in the concentration camps.
1848-49
Unsuccessful Hungarian Uprising for independence against Habsburg rule in the Austro-Hungarian Empire.

1895
March 30
Carl Lutz born in Walzenhausen, Switzerland into a Methodist Christian family.

1913-1926
Carl Lutz moves to the United States and works at the Swiss Legation in Washington and Carl Lutz attends George Washington University in the United States and joins the Swiss legation in Washington, DC.

1918
Defeat and collapse of the Austro-Hungarian Empire at the end of First World War. Hungarian Republic is formed.

1919
Bela Kun’s Communist takeover fails after invasions from Czechs, Romanians, and other counter-revolutionary forces. Admiral Miklos Horthy assumes power.

1929-1932
The Wall Street crash and fall of the New York Stock Exchange signal a worldwide economic crisis, The Great Depression.

The National Socialist German Workers Party (Nazi Party) becomes a major political party.

1935
March
Ferenc Szálasi forms the Party of the Will, a nationalistic, antisemitic political organization that eventually becomes the Arrow Cross Party — Hungarian Movement (Nyláskeresztes Párt — Hungarista Mozgalom).

1938
May 29
First anti-Jewish law in Hungary is enacted, limiting Jewish representation in certain professions including academia, public service and the military.

July
Representatives from thirty-two countries meet at the Evian Conference in France. Most countries including Canada refuse to admit Jewish refugees.

September 29
Munich Agreement cedes part of Czechoslovakia to Germany. Hungary regains some of the territory lost in 1920.

1939
February 24
Hungary joins Anti-Comintern Pact of Germany, Japan and Italy, and withdraws from League of Nations.

May
Great Britain limits immigration to Palestine to 75,000 people for five years.

May 5
Second Hungarian anti-Jewish law distinguishing Jews as a religious, rather than racial group.

July 1
Compulsory labor service required for Hungarian males labeled as “unreliable elements.” These included Jews, socialists, and other minorities.

September 1
Germany invades Poland; Second World War begins.

1940
With the support of Nazi Germany, Hungary regains the territory of northern Transylvania from Romania.

May 20
The first prisoners arrive at Auschwitz concentration camp, established in Osweicim, Poland.

1941
June 27
Nazi Germany wages war against the Soviet Union.

April
Hungarian Jewish soldiers lose their right to bear arms. Jewish officers are stripped of their ranks.

August 8, 1941
Third anti-Jewish law enacted, in Hungary, prohibiting marriage between Hungarians and Jews.

1942
January 2
Lutz assumes the position of Swiss Vice-Consul in Budapest. From 1942 to 1945, Lutz worked on helping Polish child refugees, in Hungary, immigrate to Palestine.

January 20
Wansee Conference convened in Berlin; Nazi leaders meet to discuss “The Final Solution,” the plan to murder the Jews of Europe.
1943

January
Soviet victory at Voronezh leads to retreat of Hungarian army. Massive atrocities are committed against the labor servicemen. More than 50,000 Jewish men are killed.

1944

March 19
Operation Margarethe — German occupation of Hungary begins. Hitler installs a pro-Nazi Prime Minister.

March 22
German occupiers implement the Nuremberg Law and Nazi racial policy in Hungary, identifying, ghettoizing and deporting much of the Jewish population.

April
Allied nations bomb Hungary.

April 7
Rudolf Vrba and Alfred Wetzler escape Auschwitz-Birkenau Concentration and Death camp. They write the report detailing the process of mass murder within the camp, in hopes of saving the Hungarian Jewry from meeting the same fate.

May 2
First transport of Hungarian Jews arrives at Auschwitz from Carpatho-Ruthenia region.

May 15
The mass deportation of the Hungarian Jews to Auschwitz begins.

June 6
D-Day: Allied Invasion at Normandy, France.

June 19
Miklós Krausz, head of the Palestine Office in Budapest, sends a shortened version of Vrba and Wetzler’s Auschwitz protocol to Western Embassies in Switzerland.

Horthy halts deportations due to international pressures “Horthy Offer” proposes to let certain Jews emigrate from Hungary. This spurs diplomatic effort to issue protective documents.

The Glass House, headquarters of Lutz’s “Emigration Office to Palestine” officially opens on Vadasz Street.

July
Nearly 426,000 Jews are deported from Hungary to Auschwitz. Remaining are 200,000 Jews in Budapest, Jews in hiding, and those in labor battalions.

July 10
Hitler agrees to emigration of certificate holders under the condition that deportations will be allowed to continue.

October 15
Arrow Cross Party assumes power in Hungary. Soviet troops enter Hungary and move in the direction of Budapest.

Death Marches of 80,000 people to Germany begin.

November
Arrow Cross relocates the remaining Budapest Jews into a ghetto.

December
3,000 Jews live in the Glass House under Swiss protection.

December 26
Soviet army surrounds Budapest.

December 31
Arrow Cross gangs violently drive out 3,000 people from the Glasshouse. Many Jewish community leaders are murdered.

1945

January 18
Budapest Ghetto is liberated by the Soviet army.

January 27
The Russian Allies liberate Auschwitz and free the remaining prisoners, including thousands of Hungarian Jews.

April
Arrow Cross and German occupying forces leave Hungary.

April 5
Carl Lutz leaves Budapest.

November
International Military War Crimes Tribunal begins in Nuremberg, Germany.

1951

Carl Lutz becomes the Special Commissioner for the Lutheran World Federation in Israel.

1975

February 12
Carl Lutz dies in Bern, Switzerland.
APPENDIX: RECOMMENDED RESOURCES

BOOKS AND ARTICLES


Senesh, Hannah. *Hannah Senesh, Her life and Diary*. New York: Schocken Books, 1972. Hannah Senesh, poet and Israel’s national heroine, has come to be seen as a symbol of Jewish heroism. During the Second World War, the Hungarian Jewish émigré to Palestine volunteered for a mission to help rescue Jews in her native Hungary. She was captured by the Nazis, endured imprisonment and torture, and was finally executed at the age of twenty-three.


Zweig, Ronald W. *The Gold Train: The Destruction of the Jews and the Second World War’s Most Terrible Robbery*. London: Allen Lane, 2002. The great Gold Train and the value of its cargo took on a legendary quality even as it steamed out of the station — hundreds of millions of dollars’ worth of assets were on the move, with cunning, desperate or gullible passengers trying to reach an illusory Nazi stronghold in the Alps. This book illuminates what happened to the train and explores its journey, which goes on to this day, as legal battles continue over its contents.

YOUNG READERS

Clark, Kathy. *Guardian Angel House*. Toronto: Second Story Press, 2009. Part of the Holocaust Remembrance Series and based on true events, the Guardian Angel House was a nickname given to a convent operated by the Sisters of Charity in wartime Budapest.


APPENDIX: RECOMMENDED RESOURCES

Stem, George. Vanished boyhood. Toronto: Azrieli Foundation, 2013. One month before George Stem’s thirteenth birthday, Germany invades his native Hungary. “Passing” as a Christian boy, Stem survives the siege of Budapest as the Soviet Red Army. After the war, his family’s journeys take them from Israel to Sao Paulo, Brazil and finally to Toronto.


FILMS

A People Uncounted: The Untold Story of the Roma
Filmed in eleven countries and featuring dozens of Roma — including Holocaust survivors, historians, activists and musicians— the Canadian documentary sheds light on the genocide of some 500,000 Roma during the Holocaust, and current anti-Roma sentiment across Europe.

Blessed is the Match: The Life and Death of Hannah Senesh
Based on Hannah Senesh’s letter and poems, and her mother’s memoir, this documentary presents the life, failed rescue mission, and eventual murder of the young Hungarian Jewish woman during the Holocaust.

Carl Lutz (German with English subtitles)
A German documentary about the life of Swiss Vice-Consul Carl Lutz.

Diplomats for the Damned
The History Channel documentary sheds light on diplomats who risked their lives to secretly issue visas, falsified papers, and cut backroom deals to rescue thousands of persecuted Jews during the Holocaust.

El Ángel de Budapest (Spanish with English subtitles)
Based on the book Un español frente al Holocausto (A Spaniard Against the Holocaust), the miniseries follows Ángel Sanz Briz, a Spanish ambassador who offered sanctuary to thousands of Jews in safe houses during the Second World War in Hungary.

Killing Kasztner (Hebrew with English subtitles)
The award-winning documentary follows the family of Rudolf Kasztner, a Hungarian Jew who negotiated with Nazis to rescue 1,000 Jews and was later assassinated in Israel as an alleged collaborator, and survivors of Kasztner’s Train.

The Courage to Care
This short documentary by the Anti-Defamation League highlights the rescue missions of non-Jews during the Holocaust.

The Rescuers
The film follows the steps of Stephanie Nyombayire, a young Rwandan anti-genocide activist who, alongside Sir Martin Gilbert, the renowned Holocaust historian, to travel across 15 countries and three continents to interview survivors and descendants of diplomats.

Walking with the Enemy
The film focuses on Elek Cohen, a member of the Halutzim youth movement, who was protected by Swiss Consul Carl Lutz in Budapest, 1944.

WEB SITES

http://en.auschwitz.org
The official homepage of the Auschwitz-Birkenau Memorial and Museum.

https://www.jewishvirtuallibrary.org/jsource/biography/Carl_Lutz.html
The Jewish Virtual Library page on Carl Lutz.

http://www.romasinti.eu/
The homepage for the virtual exhibition, The Forgotten Persecution, a collaborative project developed by Holocaust-based educators across Europe, highlights the experiences of six Roma and Sinti children persecuted during the Holocaust.

http://www.ushmm.org
The official website for the United States Holocaust Memorial Museum.

http://www.vegaz.org
The official homepage of the Carl Lutz Foundation.

The homepage for the virtual exhibition, I Am My Brother’s Keeper: Marking 50 Years of Honoring Righteous Among the Nations, is presented by Yad Vashem: The Holocaust Martyrs’ and Heroes’ Remembrance Authority. Also available on this site are teaching materials, access to library and photo archives, personal histories, oral testimonies and other resources.

http://vimeo.com/79824441
The hosting site for the Azrieli Series Foundation short film, Vanished Boyhood — George Stern, about a Hungarian Jewish teenager during the Holocaust.

https://www.youtube.com/watch?v=EzdZqSp8888
Hosting site of the 2012 defamatory speech delivered by Jobbik Party member Gabor Vona.

https://www.youtube.com/watch?v=vDReyiQPtfk
The site hosts the short film about The Garden of the Righteous at Yad Vashem.